

# Institutional Report

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES NEW RULE (10.58.600s)	COMMENTS
Draft June 13, 2014		
	<b>Advanced Program Components</b>	
<del>10.58.603 ASSESSMENT OF ADVANCED PROGRAMS</del>	<u>CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</u>	
<del>(1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced educators in graduate programs shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.</del>	<u>(1)The provider:</u>	
	<u>(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;</u>	
<del>(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers.</del>	<u>(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission,</u>	



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	<u>(i) admitted candidates reflect the diversity of Montana's P-12 students, and</u>	
	<u>(ii) provider demonstrates efforts to know and address local, community, Montana, regional, or national needs for school and district staff prepared in advanced fields;</u>	
<del>(b) The advanced program requires that successful candidates:</del> <del>(i) demonstrate commitment to students and their learning;</del>	<u>(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing</u>	
	<u>(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence, and.</u>	
	<u>(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;</u>	
<del>(ii) demonstrate content knowledge and ability to facilitate students' learning the content;</del>	<u>(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and</u>	
<del>(iii) plan, monitor, and evaluate student learning;</del>	<u>(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program</u>	

Revised: 07/11/2014

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	<u>candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains;</u>	
<del>(iv) demonstrate their ability to think systematically about their practice and learn from experience; and</del>	<u>(2) Prior to recommending any advanced program candidate for program completion, the provider:</u>	
	<u>(a) documents that the advanced program candidate has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and</u>	
<del>(v) demonstrate their involvement as members of learning communities.</del>	<u>(b) documents that the advanced program candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</u>	
(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other		



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professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.		
(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.		
(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.		
(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge		



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and skills are evaluated throughout their preparation.		
(b) The unit uses multiple assessments to determine what candidates know and are able to do.		
(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated.		
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

